TEACHERS' PRACTICES OF PROVIDING FEEDBACK

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
Bharat Paudyal

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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T.U. Regd. No.: 45526-95
Date of Approval of the
Second Year Examination
Thesis Proposal: 2067-09-01
Roll No: 280238/065
Date of Submission: 2068/04/11

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/04/11

....................................

Bharat Paudyal
RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Bharat Paudyal has prepared this thesis entitled “Teachers' Practices of Providing Feedback” under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

My Parents

Toyanath Paudyal
And
Sita Paudyal
ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor, Mr. Prem Bahadur Phyak, Lecturer, Department of English Education, for his scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I feel very much proud to have worked under his guidance and supervision.

I am very much grateful to Dr. Chandreshwar Mishra, Professor and Head, Department of English Education and Chairperson of the Research Guidance Committee for providing me with an opportunity to conduct this research.

Likewise, I am genuinely indebted to Prof. Dr. Jai Raj Awasthi, Chairperson, English and Other Foreign Languages Education Subject Committee, for providing me with invaluable ideas and suggestions. I lack words to express my gratefulness to him.

Similarly, I would like to extend my profound gratitude to Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Anjana Bhattarai, Dr. Tapasi Bhattacharya, Dr. Bal Mukunda Bhandari, Mr. Vishnu Singh Rai, Dr. Laxmi Bahadur Maharjan, Mr. Besh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi and Mrs. Hima Rawal for their valuable suggestions and instructions that enabled me to carry out this study.

I would also like to express my deep respect to Mrs. Madhavi Khanal, the Librarian, for her kind co-operation and regular help in issuing the required books. Similarly, I warmly thank my colleagues Mr. Arjun Parajuli, Mr. Binod Bhattarai, Mr. Keshav Rana and Mr. Deepak Gautam for their kind co-operation and help at many stages of carrying out this research.

Finally, yet most importantly, my special thankfulness goes to my wife Yashoda Paudyal, daughter Namrata Paudyal, brothers Arjun Paudyal, Madhukrishna Paudyal and Yograj Paudyal, and sister Kalpana Gyawali for their every support and help.

Bharat Paudyal
ABSTRACT

The present study entitled “Teachers' Practices of Providing Feedback” aims to find out the ways of giving feedback by the English teachers to their students and students’ perception towards them at the lower secondary level. In order to achieve those objective, I prepared a set of questionnaire and a checklist to collect data. I elicited data by using both open-ended and close-ended questions and a checklist from 40 students and 10 teachers of 10 lower secondary schools of Palpa district. Major findings of the study include that the teachers gave positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback. Sixty-three per cent of the teachers frequently gave feedback in the margin and fifty-seven per cent of them gave at the end of students' writing. Similarly, thirty-eight per cent of the students take teachers' feedback as a way to success. None of the students wanted to get only negative feedback. Ninety-three per cent of the students were found satisfied with the feedback given by teachers. Eighty per cent of the teachers gave oral feedback in oral work but they sometimes gave oral feedback in written work too. Thirty-three per cent of the students got motivated by different kinds of feedback, especially teachers’ praise, encouragement etc.

This thesis is divided into four chapters. The first chapter contains general background, review of the related literature, objectives and significance of the study. The second chapter includes the methodology adopted to carry out the study. It contains primary and secondary sources of data collection and limitations of the study. Likewise, the third chapter deals with the analysis and interpretation of the data. Finally, the fourth chapter consists of the findings and recommendations of the study.
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<tr>
<td>T.U.</td>
<td>Tribhuvan University</td>
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<tr>
<td>Dr.</td>
<td>Doctor</td>
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<td>P.</td>
<td>Page</td>
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<tr>
<td>pp.</td>
<td>Pages</td>
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<td>i.e.</td>
<td>That is/ id. est</td>
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<tr>
<td>etc.</td>
<td>Ecetera</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Master in Education</td>
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<tr>
<td>CUP</td>
<td>Cambridge University Press</td>
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<tr>
<td>OUP</td>
<td>Oxford University Press</td>
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<td>No.</td>
<td>Number</td>
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<tr>
<td>et.al.</td>
<td>And other people</td>
</tr>
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<td>%</td>
<td>Percentage</td>
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<td>M.A.</td>
<td>Master of Arts</td>
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<td>Ed.</td>
<td>Edition</td>
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<tr>
<td>U.S.</td>
<td>United States</td>
</tr>
<tr>
<td>ESL</td>
<td>English as Second Language</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
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